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Effective forms of teaching a foreign language in modern society

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Abstract. The effectiveness of the educational process increases the use of various forms of teaching in foreign language lessons. An information search in scientific and pedagogical sources led to the conclusion that there is no clear definition of the concept of "forms of education" in pedagogical science. In the explanatory dictionary of S. I. Ozhegov, the concept of "form" is interpreted as a type, device, type, structure, construction of something due to a certain content. I.M.Cheredov defines the form as a special construction of the educational process, the nature of which is determined by its content, methods, techniques, means, types of student activities.

Keywords. learning tools, form of education, educational standard, organization of training

It is necessary to distinguish between the concepts of "form of training" and "form of training organization". The first one should be understood as a special construction of the educational process, the nature of which is determined by its content, methods, techniques and means. Representing the appearance of the training cycles, the form also reflects the system of stable connections of components within each training cycle and depends on the number of students (collective, frontal and individual), the venue (classroom and independent work), the form of training, the order of the lesson. [1]. The term "form of training organization" refers to a specific type of this activity. The most clearly defined forms of organization of students' educational activities are presented in the works of M.D. Vinogradova, V.K. Dyachenko, V.V. Kotov, M.N. Skatkin, I.M. Cheredov, etc. The authors agree that it is in organizational forms that the interaction of teaching and learning is carried out. In full-time teaching, the teacher manages the educational and cognitive activities of students of the whole group working on one task. He organizes the cooperation of students and determines the same pace of work for everyone. The frontal form of training can be implemented in the form of a problem, informational and explanatory-illustrative presentation and accompanied by reproductive and creative tasks. The main disadvantage of the frontal form is that it is designed for an average student and does not take into account the individual characteristics of students. Therefore, in order to maximize the effectiveness of the educational process, it is necessary to use other forms along with this form of training. When teaching students of non-linguistic faculties of

universities, the frontal form is recommended when teaching listening, reading techniques, writing an abstract, performing some kind of written work, etc. The main features of group work in foreign language lessons are: students in this lesson are divided into groups to solve specific learning tasks; - each group receives a specific task (the same or differentiated) and performs it together under the direct supervision of the group leader or teacher; - tasks in the group are carried out in such a way that it is possible to take into account and evaluate the individual contribution of each member of the group; - the composition of the group is unstable, may vary depending on the content and nature of the work performed. The group form of work allows you to conduct training under the supervision of the responsible group for the exercise and create conditions for communication. In the course of such work, discussion of the results and mutual consultations are used as much as possible. And all this is accompanied by intensive independent work. The group form of work can be used in the implementation of the project method. Group forms also include pair work, which should be used to teach dialogic speech. In pairs, you can perform exercises like "question-answer", train in building dialogical units according to a sample, compose dialogues on a given situation, etc. According to P.I. Pidkasisty, properly organized group work is a type of collective activity that can be successfully continued with a clear distribution of work among all members of the group, mutual verification of results everyone's work, the constant support of the teacher, his operational assistance [2]. Taking into account the advantages of the group form of work, we consider it necessary to use it as a basic one in foreign language classes at non-linguistic faculties of universities. But it is worth noting that a significant disadvantage of this form of work is the complexity of recruiting groups and organizing work in them. The experience of working as a foreign language teacher shows that students in groups are not always able to independently understand complex educational material and choose the most economical way to study it. As a result, weak students have difficulty learning the material, and strong students need more complex tasks. Therefore, only in combination with other forms of teaching - frontal and individual - the group form of organizing students' work in foreign language lessons will bring the expected positive results.

The individual form of training assumes that each student receives a task for independent performance, specially selected for him in accordance with his educational capabilities. Such tasks may include working with a textbook, foreign literature on the specialty, newspaper articles, various sources (grammatical reference books, dictionaries, etc.), writing abstracts, annotations, etc. [3]. It is advisable to organize an individual form of work in foreign language lessons at non-linguistic faculties of universities with the help of handouts of various types compiled by the teacher taking into account the capabilities of each student. Such differentiated individual tasks free students from mechanical work and allow them to significantly increase the amount of effective independent work with less time. This creates conditions for the implementation of an individual approach when teaching students a foreign language. It should be noted that the individual form of work contains a serious drawback. Contributing to the education of students' independence, organization, perseverance in achieving goals, the considered form of work somewhat restricts their communication with each other, the desire to transfer their knowledge to others. These shortcomings can be compensated in the practical work of the teacher, combining with other forms of work. Organizational forms of VET at non-linguistic faculties of universities are classroom classes under the guidance of a teacher; mandatory independent work on the teacher's assignment, performed outside of school hours; individual independent work. The leading organizational form in the proposed VET model is practical classroom classes conducted at all stages of training. The main goals are set and achieved in the classroom: practical (development of language skills and abilities, taking

into account the professional orientation of training); educational (expansion of professional horizons); educational (formation of a respectful attitude to universal values, development of positive personal qualities of students); developmental (development of intellectual activity, initiative, creative abilities of the student's personality). The main characteristics of classroom training in VET are its complexity, integrativity, strengthening of speech activity, communicative and professional orientation of all language aspects. The difficulty lies in the need to teach all types of speech activity within the lesson and provide new professionally oriented information. The integrativity of the classroom lesson can be traced in the establishment of interdisciplinary connections, the most striking manifestation of which in the VET process is the commentary of the country and language. During classroom lessons, the teacher is mainly limited to managing the educational process, stimulating the active speech activity of students. The communicative orientation of the lesson is manifested in the fulfillment of its main task - to teach students to communicate in a foreign language in the field of future professional activity. This is achieved by the communicative orientation of teaching all types of speech activity, stimulating the speech and mental activity of students, situational conditionality of the educational process, informative educational material. The professional orientation of all linguistic aspects implies the study of phonetics, vocabulary, grammar within the text material of a certain thematic orientation related to the future professional activities of students. The practice of conducting classroom classes in VET students of non-linguistic universities shows that the most effective are those classroom classes where the integration of basic didactic

In the conditions of VET, the improvement of students' independent work is of particular importance. In addition to the fact that independent work causes the activity of students, it has another important advantage - it has an individual character. Each student uses a source of information depending on their needs and capabilities. There are also significant reserves for increasing motivation with the rational use of independent work. Independent extracurricular work of a student is a consequence of his properly organized educational activity in the classroom, which motivates its expansion, deepening and continuation in his spare time. It involves the implementation of a number of actions by students: awareness of the purpose of their activities, acceptance of an educational task, giving it personal meaning, subordination to the fulfillment of this task of other interests and forms of employment of the student, self-organization in the distribution of educational activities over time, self-control in the process of implementation and some other actions. In VET independent work of the student is mainly represented by individual extracurricular reading. As noted above, reading is a type of speech activity that allows not to imitate, but to reproduce one of the forms of real foreign language communication. As a result of reading, the process of obtaining information is carried out, and this, in turn, is of practical importance for the future professional activity of a specialist. In the process of teaching students of non-linguistic faculties of the university, it is advisable to use the following types of independent extracurricular reading: 1. Extracurricular reading on the teacher's assignment, which involves reading additional professionally oriented texts corresponding to their subject, which have a connection with the texts studied in the classroom, but contain additional information. 2. Extracurricular reading, which involves working with texts on home reading. Students independently select texts of a professional orientation. They only receive instructions from the teacher regarding the amount of material they should read over a certain period of time. Organizing this type of work with texts for home reading, it is necessary to convince students that home reading is a serious job that requires a lot of complex mental activity, imagination, memory and volitional efforts. Thus, we come to the conclusion

that extracurricular reading as a type of independent work of students of non-linguistic faculties of the university has a pronounced cognitive character, is one of the ways to preserve and enrich the active vocabulary of students. The improvement of all types of independent extracurricular reading develops interest in a foreign language, instills in students the skills of further independent work with foreign literature in the specialty, which, in turn, is a prerequisite for effective professional activity of a specialist. The above allows us to state the fact that the forms of training organization are ways of building educational work in a certain order of students' association (collective, group, individual) and temporary execution mode (classroom training, independent work). When studying at non-linguistic faculties of the university, it is advisable to use all forms of training: frontal, group, pair, individual. The combination of these forms, the choice of the most optimal one is determined by the teacher depending on the educational tasks solved in the classroom, on the content, its volume and complexity, on the specifics of the study group and its individual members, the level of their educational capabilities, on the students' relationships with each other, on the trusting atmosphere that has been established in the group. Properly organized classroom and independent work contributes to the effectiveness of teaching students of non-linguistic faculties of universities. The implementation of the VET model involves the use of various learning tools that allow students to touch on the emotional sphere of life, activate their thought processes (analysis, synthesis, comparison, inference) and stimulate their speech activity. The main purpose of the funds is to speed up the process of assimilation of educational material, i.e. to bring it closer to the most effective characteristics. In teaching foreign languages at non-linguistic faculties - to create the illusion of communication in a foreign language environment for the fastest language acquisition by students. Teaching tools in pedagogy are understood, as a rule, auxiliary materials and tools, various equipment and real objects that allow the teacher to achieve their goals more successfully and rationally, while solving certain didactic tasks [4]. It should be noted that in the scientific and pedagogical literature there are various versions of the interpretation of the concept of "means of teaching". So, for example, P.I. Pidkasisty understands by a means of teaching a material or ideal object that is used by the teacher and students to assimilate new knowledge [2]. The material means include textbooks and manuals, tables, models, layouts, visual aids, educational and technical means, educational and laboratory equipment, primary source books. Generally accepted sign systems are accepted as ideal teaching tools, such as language (oral speech), writing (written speech), a system of symbols for various disciplines, cultural achievements or works of art, pedagogical software products, organizing and coordinating the activities of the teacher, the level of his qualifications and internal culture, methods and forms of organizing educational activities, the whole training system. Under the means of learning, according to S.A. Smirnov, it is necessary to understand the most diverse materials and tools of the educational process, through the use of which the set learning goals are achieved more successfully and in a rationally reduced time [5]. The author proposes to further classify the means of teaching in accordance with the levels of implementation of the content of education and identifies the following levels: the training session, the subject and the entire training. As the content of education is modified at each level, the means of teaching also change. So, at the level of the training session, the following teaching tools are used: 1. Ideal: language systems of signs used in oral and written speech; works of art and other cultural achievements (painting, music, literature); visual aids (diagrams, drawings, drawings, diagrams, photos, etc.); educational computer programs on the topic of the lesson; organizing and coordinating the activities of the teacher; the level of qualification and internal culture of the teacher; forms of organization of educational activities in the classroom. 2. Material: individual

texts from textbooks, manuals and books; individual tasks, exercises, tasks from textbooks, problem books, didactic materials; test material; visual aids (objects, working models, exhibits); technical training tools; laboratory equipment. At the subject level, the author suggests using other means of teaching: 1. Ideal: a system of symbols of various disciplines (musical notation, mathematical apparatus, etc.); an artificial environment for the accumulation of skills in this subject (a special language environment for teaching foreign languages, created in language labs, etc.); educational computer programs covering the entire course of study on the subject. 2. Material: textbooks and teaching aids; didactic materials; methodological developments (recommendations) on the subject; primary source books. At the level of the entire training, the use of the following training tools is provided: 1. Ideal: training system; methods; system of general university requirements. 2. Material: most of the material and technical base of the educational institution (premises for training, libraries, canteens, buffets, medical office, premises for administration, teachers and employees of the educational institution, etc.).

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